

THE EFFECTIVENESS OF IMPLEMENTING THE LEARNING-BY-PLAY METHOD IN CHRISTIAN RELIGIOUS EDUCATION FOR PELITA KASIH PRESCHOOL CHILDREN IN PROBOLINGGO

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Abstract

This research is motivated by the principles of effective learning for early childhood. Where the learning developed is adapted to the psychology of early childhood. The theoretical basis of this research is the concept of playing while learning. The research technique used was qualitative research, where the sources were asked directly from teachers at PAUD Pelita Kasih in the city of Probolinggo. This form of interaction in the classroom is an approach to the teacher's creativity as an artist. As an artist, the teacher tries to create a pleasant classroom atmosphere through innovative learning methods. Therefore, this paper aims to discover that the learning method while playing can build student interaction. The research method used is descriptive qualitative. The research results show that the learning while playing method is innovative, creative, and helpful for increasing student interaction and supporting learning goals. In its application, teachers must also pay attention to the type of educational games used to implement the learning-by-play method.

Keywords: Learning; Play; Christian education; Method.

Abstrak

Penelitian ini dilatarbelakangi oleh prinsip belajar yang efektif bagi anak usia dini. Dimana pembelajaran yang dikembangkan disesuaikan dengan psikologis pada anak usia dini. Landasan teori dalam penelitian ini adalah konsep bermain sambil belajar. Teknik penelitian yang digunakan adalah penelitian kualitatif dimana narasumber ditanya langsung dari pengajar yang ada pada PAUD Pelita Kasih yang ada di kota Probolinggo. Bentuk interaksi dalam kelas merupakan pendekatan dalam kreatifitas guru sebagai seniman. Guru sebagai seorang seniman berupaya dan berperan untuk menciptakan suasana kelas yang menyenangkan melalui metode pembelajaran yang inovatif. Oleh sebab itu, tulisan ini bertujuan untuk mengetahui bahwa metode belajar sambil bermain dapat membangun interaksi siswa. Metode penelitian yang digunakan adalah kualitatif deskriptif. Hasil penelitian menunjukkan bahwa metode belajar sambil bermain adalah salah satu metode pembelajaran yang inovatif, kreatif, dan bermanfaat untuk meningkatkan interaksi siswa serta menunjang tercapainya tujuan pembelajaran. Dalam penerapannya, guru juga perlu memerhatikan jenis permainan edukatif yang digunakan untuk menerapkan metode belajar sambil bermain.

Kata Kunci: Belajar; Bermain; Pendidikan Agama Kristen; Metode.

INTRODUCTION

Humans learn continuously to be able to achieve independence and, at the same time, be able to adapt to changes in various environments. Learning can be done in various ways. Learning can be done by seeing, listening, reading, touching, smelling, moving, talking, acting, interacting, reflecting, and even playing. Studying is also done anytime, whether in the morning, afternoon, evening, or night. In short, anytime, anywhere, humans can learn.

Learning can be interpreted as an activity indicated by behavior change. In more detail, Klein stated that learning is a relatively permanent change in behavior produced by a process of experience that is not determined by maturity or innate tendencies alone (Mukrimaa et al. 2016). The behavior resulting from learning activities covers many things, starting from knowledge, skills, abilities, creativity, and the ability to feel. Thus, learning is a relatively permanent change in behavior, traits, and abilities within oneself. Learning can be viewed primarily from environmental influences or genetic factors that differ from each other.

A child learns from his environment. Even before the child enters school, the child learns from the environment in his family. From an early age, children learn by playing, so without realizing it, learning by playing becomes a chosen habit because playing is a fun activity (Francis and Hoefel 2018). The world of play is a fun world for children so that they feel harmony in playing and learning. Soetjiningsih, one of the educational figures in Indonesia, wrote that children cannot separate the realm of play and learning because playing is part of learning activities. If this continues, children may need help to differentiate between what is learning and what is play (Akanbi and Beyers 2017). It is not surprising that children prefer playing to studying. Because of this, learning and playing methods for young children were formed for learning efficiency. Early age is a golden period when children experience rapid growth and development. Potential children experience sensitivity to their surroundings and make children's curiosity develop. Children will continue to ask questions until they get answers. The correct method is needed to help children's learning develop effectively.

RESEARCH METHODS

The research method used is descriptive qualitative (Sugiono 2015). Researchers use this method because it requires a comprehensive approach to activities in the field and descriptions based on field observations (Chandra 2019). Research material was collected by interviewing teachers and school principals who taught at PAUD Pelita Kasih in Probolinggo. This interview was carried out one-on-one with the available sources. Through this interview, the effectiveness of the application of learning and playing methods can be seen in Pelita Kasih PAUD in Probolinggo with the development and memory of students in learning.

DISCUSSION AND RESULTS

Learning Method through Play

Playing is a form of activity that gives satisfaction to children contained in the activities carried out. Playing can also be defined as all activities carried out for the pleasure it brings without considering the result (Marlina, Qolbi, and Putera 2020). Playing is also done voluntarily without any obligation or coercion from outside. The activity of playing itself is an exciting activity for children (Nurdiani 2013). Playing has yet to have a definite goal or target to be achieved. However, playing still teaches children to achieve their satisfaction (Zaini 2019).

The learning and playing method is a method that is like writing, where students learn while playing. This method is a method of using play to teach things related to learning in early childhood. In its development, this method has become increasingly diverse and increasingly developed by educators in Indonesia. This method aims to ensure that children do not feel bored when learning so that the learning process can become more flexible and less rigid. The environment around children is made to be friendly so that children feel comfortable and become familiar. Kindergarten and PAUD-age children have a unique character: they like to play. It becomes a challenge for teachers where teachers have to control them to stay focused while the children still want to continue playing. One thing can do is be a friend and teacher for them in playing while learning. To do this, teachers must be able to teach communicatively, with strong interaction between the teacher and students.

This learning-while-playing method invites students to participate in learning actively. Communication also takes place through dialogue between two parties. That way, students will develop more and be encouraged to think (Widyastuti 2010). Students sit quietly and listen and interact with the teacher and their friends. Therefore, many early childhood schools prioritize their play facilities.

Several ways to provide stimuli to children's motor systems are as follows. First, create a complete playground with all the necessary equipment. Second, the class is given time to play together to build and create a sense of collaboration and togetherness. Several classes can also carry out this activity at once. If there is a class level, then leadership traits can be born that can be formed by older siblings. Third, make a replica of the workplace and role-playing. Children can role-play by replicating workplaces to become who they aspire to be. This role play also trains children's interpretation of their surroundings and the characteristics of the work carried out by adults. Fourth, take children for a walk.

Method of playing while learning has been found in various places and playgrounds. For example, malls sometimes have particular play areas that also teach children their motor skills—starting from drawing activities or doing puzzles, or Kidzania, which has a reasonably accessible and spacious learning space for children. Fifth, children can more easily understand the lyrics through movement and song, singing and dancing to the song's lyrical content. Especially when learning a foreign language, this form of learning becomes very exciting (Uzer 2019). Usually, songs in PAUD can be sung while doing activities. Because children consider this a game, they will be motivated to learn a new language and apply the song's morals to their daily lives.

This method of learning while playing is a method that is relevant and suitable for teachers to apply while improving learning itself in cognitive, affective, and psychomotor aspects (Amiran 2016). This method is also a dynamic way to learn, builds children's psychological potential, gives them the freedom to act and investigate things, and uniquely influences personal relationships. The learning while-playing method is a learning design that uses game media to make it easier for students to understand learning material and creates a pleasant learning atmosphere through student activities and interactions. Of course, games played in class must support the achievement of

learning objectives (Rosarian and Dirgantoro, 2020). The games chosen are more than to fill free time and entertain students. The most important thing is that they are educational games helpful in increasing knowledge, language skills, thinking, making friends with the environment, and developing personality. From all that has been said, in this method, teachers need learning resources and innovative and creative learning media. By developing the right environment, children as students can unleash all their creative potential (Holis 2006). Because the learning process itself is the development of activity and creativity through interaction and learning experiences, in the theory itself, the meaning and value of games are divided into six theories, namely Recreation, Uploading, Atavis, Biological, Psychological, and Phenomenological (Farhurohman 2017).

Results of Implementing the Playing Method

The principle of learning for school children is that they can do something first in a supported context, and only then can they do it independently and in different contexts. Describes the adult-assisted learning process as "guided participation" to emphasize that children actively collaborate with others to advance to more complex levels of understanding and skills. Research shows that children can complete the task of learning to negotiate well if they have motivation and perseverance. In this way, teachers give children assignments to represent their level of understanding (Mauro and Furman 2016). At the same time, children engage with the situation and stimulation provided and work at the limits of their development. Furthermore, in tasks beyond the child's reach, parents and peers who are more competent support the child's development by providing "scaffolding" that allows the child to reach the next stage of development.

Through this interview, the author learned what methods are used in learning at PAUD Pelita Kasih in Probolinggo. Teachers at the school confirm a strong sense of play in children. Children learn while playing, especially in the learning mood during the learning and teaching process. Teachers must be creative in teaching students so that the children enjoy the teaching atmosphere. Each student has their uniqueness and differences. So, the treatment teachers must do for each of them must also be different. Each student must be treated in their way so that the learning given can be entered and

remembered by students still at an early age. However, despite this, playing is still the favorite of every student. When learning was done by playing, the students were enthusiastic and enthusiastic.

Combining learning and playing will make it easier for teachers to teach and attract students' attention to learning. The teacher said the children were pleased, especially when they were told they would be playing that day (Kaput 2018). Children can sometimes be stimulated to focus by saying they will play after material one. This learning method while playing also helps teachers become more creative and not get bored of developing new ideas or those used before.

However, using the learning while playing-method also has its difficulties. Teachers say that sometimes they need more ideas in implementing this learning-by-play method. No new ideas can sometimes be implemented in the playing and teaching process (Garneli et al., 2013). Another problem for students is that seriousness in early childhood decreases, mainly when this method is not used. Children also get bored quickly if not accompanied by play while learning. This makes teachers have to work extra to rebuild the atmosphere in the classroom.

CONCLUSIONS AND RECOMMENDATIONS

The learning and playing method is effective for building knowledge and social interaction between teachers and students and social interaction between students. With this method, children can learn freely and also feel happy. This mood encourages children to actively participate in learning so that it can improve early childhood development. Playing is essential to stimulating the development of religious and moral values, cognitive, language, social, emotional, physical, motoric, and artistic.

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